

Course Description Form

1. Course Name	
Grammar	
2. Course Code	
GJ-14-SW	
3. Semester / Year	
First Semester / Fourth Stage / Academic Year 2025–2026	
4. Date this description was prepared	
6/8/2025	
5. Available Forms of Attendance	
Morning – Evening	
6. Number of Hours (Total) / Number of Credits (Total)	
45 / 2	
7. Course administrator name (if more than one name mentioned)	
Name: Eng. Dr. Axem Ahmed Fayyad Email: akssam.fayad@uowa.edu.iq	
8. Course Objectives	
Cognitive Goals The student will be able to: 1. Defines the concept of the cou vocabulary; and its erection, its boots and construction and grammatical methods (the call - exclamation The types of each of them – the style of pra and reproach – the style of affirmation and types – the method of negation – the method prohibition – and it identifies the places writing Punctuation, initial and intermediate h positions and extremists. 2. Clarifies the syntactic provisions grammatical concepts within Rapporteur.	Course Objectives

3. Explains the grammatical positions of each concept. 4. Deduce the expression of these concepts and discover the conditions for their expression. 5. Expresses the examples given to him for each concept and in all cases. 6. It shows the difference between the verbs that are raised, the predicates, and the types of verbs, and the method of negation, prohibition, affirmation, praise, and reproach and the types of each of them. 7- Remembers the grammar and formulates useful sentences that include each concept. 8. The worker is explained in the concept and the conditions of work. 9. Linking the previous grammar lessons with examples from the Holy Qur'an. 10. Enhance spelling, and know the locations of the primary, intermediate, and extreme Hamza. Skill Objectives The student will be able to: 1. He should be proficient in extracting types of concepts from a Qur'anic or other text. 2. The applicant should show his willingness to read a Quranic text that includes the concepts of the course's vocabulary properly. 3. The student should be able to know, write, pronounce and employ the syntax sites correctly. 4. Be creative in writing a paragraph in each lecture that meets the concepts of the course vocabulary. 5. Appreciate the use of grammatical concepts in creative writings. 6. He should indicate his opinion on the moral value that a Qur'anic verse directs us to in which the grammatical concept and its attachments have been employed.	
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7. Students should be familiar with the ancient sources of grammar and how to study them (Ibn Aqeel as a model) 8. The student must solve the required assignment at the end of each lecture, and have the ability to explain the lessons to the primary and middle school students. 9. Grammar should be used in understanding the meaning, especially the Qur'anic text. 10. Students should participate in explaining the lectures to qualify students and enable them to understand the curriculum and strengthen their personalities. Actively participate in scientific discussions, seminars, and group learning circles. Value Goals The student will be able to: 1- It embodies moral values derived from Qur'anic examples. 2- Respects the plurality and difference in scientific opinions within the methodology of Scientific Research and Directions of the College of Islamic Sciences and the University of Al-Qadisiyah To the heirs of the prophets. 3- Contributes to community and cultural activities that build His social and scientific personality 4- Practice self-criticism and meditation in light of active participation in the classroom 5- The student's voluntary response in collecting some Quranic evidence to improve his level and the level of his peers in dealing with Qur'anic text.	
9. Teaching and Learning Strategies	
1- Lectures in traditional explainer mode, the use of the blackboard, the use of blended learning, modeled learning, collaborative learning, problem solving, peer learning, dialogue and discussion, active learning, and self-paced learning.	Strategy

- 2- Using e-learning means in clarification (PowerPoint) and displaying the lecture on the screen.
- 3- Applying the rules explained to the textbook in the explanation of Ibn Aqeel and promoting the use of Qur'anic examples.
- 4- Engage students in the lesson and use the group system and brainstorm to enhance the understanding of the scientific material.
- 5- Ask some students to explain an idea or issue within the topic of the lecture, and evaluate the answers from the students themselves in order to keep students attentive and enhance the topic and personality.
- 6- Providing students with lectures through the Moodle program.

Note:

The following strategies can be mentioned according to the article:

- Using **interactive lectures** to present theoretical concepts in grammar from the sections of speech, construction, syntax, prepositions, and the original and sub-syntax marks, and in dictation about writing the hamzah, duration, intensity, and learning the rules of writing, while engaging students in discussion and motivational questions.
- **Employ blended learning** by combining classroom lectures with online activities or content, including recorded recitations, digital lectures, virtual discussions, and online quizzes.
- Guide students **to read basic sources** of grammar, spelling, and calligraphy, and analyze them within assignments to enhance deep comprehension.
- Assigning students **to presentations** on selected topics from the course vocabulary, which develops summarizing, explanation, and communication skills.
- Conducting **hands-on workshops** in calligraphy, spelling, grammar and reporting, enabling the practice of research and applied skills.
- Promote **collaborative learning** through group projects or structured interpretive discussions, to develop dialogue and teamwork skills.

Assigning students to individual or group research projects in the topics of the present tense. and its erection, its stamping and construction) - and grammatical methods (appeal - exclamation and the types of each - the style of praise Defamation - The method of affirmation and its types - The method of negation - the method of prohibition of all kinds, using the methodology Scientific and Academic Documentation. • Training students in analytical and writing exercises that require deriving concepts and meanings and linking them to reality. • Conduct discussions based on Quranic values. • Engaging students in community service activities related to the Holy Quran such as education or awareness, to enhance the practical impact of science in society. • Encourage self-reflection by writing personal reflections that link what the student has learned to their behavior or attitudes in life.	
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10. My Educational Philosophy

My philosophy of teaching: - Our students are the future generation, and we must provide a stimulating learning environment that enables them to grow physically, mentally, emotionally, and socially. I want to create this atmosphere to enable students to realize their full potential and achieve their goals - A philosophy that promotes critical thinking and active participation for them. Regardless of their level, the goal is to change their behavior positively, provide them with grammatical concepts that benefit them, strengthen their personalities, strengthen their connection to religion, and make them able to take our role in the future. ► Accordingly, teaching strategies are adjusted to meet students' individual needs and help them overcome the problems they face in education and in life.
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11. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watch es	The week
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Feedback Some demands Previous Stage Miscellaneous Questions	Lecture and discussion Whiteboard and electronic presentation	- Punctuation - Hamza	Student Knowledge Acquisition In punctuation positions The initial Hamza (Connection and Cutting) And the medium and extreme Hamza	3	1
Direct questions Class assignments Oral test	Explanation on the board Application and interrogation, Online Presentation	Verb Present tense 1	Student Knowledge Acquisition In the Concept of the Present Verb Present Verb Sign Raise Present Verb Lift Signs Present Tense Verb Monument Monument Signs and Tools	3	2
Questions based on Analysis and Composition	Explanation on the board Direct Questions Online Presentation	Verb Expression Present Tense 2	Student Knowledge Acquisition In the determination of the present verb Signs of Shoes and its Tools	3	3
Miscellaneous Questions Brainstorming	Explanation on the board Application and direct questions Online Presentation	Online Lecture Verb Expression Present 3	Student Knowledge Acquisition In the construction of the present tense verb and its expression The present tense expression is	3	4

			constructed when is preceded by a predicate or assertion		
Miscellaneous Questions Class assignments (Monthly Exam)	Explanation on the board Application and Debates Online Presentation	Grammatical Methods	Student Knowledge Acquisition In an Introduction to Grammatical Methods and its types	3	5
Direct Question Quizzes	Whiteboard Explanation, Class Discussions, Debates, and Electronic Presentation	Call Method 1	Student Knowledge Acquisition In the concept of calling and the tools of calling Types of caller The Arabized Appointed Caller	3	6
Brainstorming Class Tests	Explanation on the blackboard class discussion debates and an electronic presentation	Call Method 2	Student Knowledge Acquisition In the caller built in a monument Special Cases in the Call	3	7
Direct Question Quizzes	Explanation on the blackboard class discussion debates and an electronic presentation	Exclamation Method 1	Student Knowledge Acquisition In the concept of exclamation Conditions for the formulation of the verb exclamation Types of exclamation Standard & Audio	3	8

Analysis and Composition ,Based Questions Class Assignments	Whiteboard Explanation & Application Direct Questions Online Presentation	Exclamation Method 2	Student Knowledge Acquisition In standard exclamation formulas Expression of the act of exclamation and wonder at it Grammatical Opinions on Exclamation	3	9
Miscellaneous Questions Class assignments (Monthly Exam)	Whiteboard Explanation & Application Direct Questions Online Presentation	Style of praise and slander 1	Student Knowledge Acquisition In introducing the concepts of praise and slander Forms of Defamation	3	10
Direct Questions Electronic Tools Google Forum	Lecture Electronic	Style of Praise and Slander 2	Student Knowledge Acquisition In expressing acts of praise and slander And the types of the doer Types of Specialization and Expressions	3	11
Classwork and written tests	Explanation and Application Debates and Webinars	Emphasis Method	Student Knowledge Acquisition In the concept of emphasis The Usefulness and Importance of Affirmation Confirmation Tools	3	12

Questions based on Analysis and Composition Class Assignments	Explanation and Application Direct Questions Online Presentation	Emphasis Method	Student Knowledge Acquisition In the types of affirmation Verbal-Spiritual Affirmation in letters Affirmation in the palace Affirmation in the Department Emphasis on the repetition of the absolute effect	3	13
Questions based on Analysis and Composition Class Assignments	Explanation and Application Direct Questions Online Presentation	Prohibition Method 1	Student Knowledge Acquisition In the definition of the concept of negation Tools of Negation Places of negation	3	14
Classwork and written tests	Lecture, writing on the blackboard and displaying the lines electronically	Prohibition Method 2	Student Knowledge Acquisition In Introducing the Concept of Prohibition Tools of prohibition Places of Prohibition	3	15
12. Course Evaluation					
Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.					
13. Learning and Teaching Resources					
Ministerial Curriculum Vocabulary 1 2 3	Required Textbooks (Methodology, if any) Lieutenant prepared by the teacher				

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1 Explanation of Ibn Aqeel Part 4 2 The clear in grammar and morphology 3 Al-Kafi in the rules of spelling and writing For Ayman Amin Abdel Ghani 4 Spelling rules by Abd al-Salam Harun	Main References (Sources)
1- Collector of Arabic lessons Ghalayini 2 - Clear in grammar and expression 2- The Meanings of Grammar Fadel Al-Samarrai 3- Adequate grammar for Abul Hassan	Recommended books and references (scientific journals, reports...)
1. Comprehensive Library- 2Ahl al-Bayt Library Researcher Website 3 4	Electronic References, Websites

Authentication of the Head of the Department Approval of the Dean of the College


م. د. علي جواد
رئيس قسم المكتبة والمعلومات

د. نوري مكي المكي